

School Activities



Scotland Lassies and Washerwomen — West High School, Wichita, Kansas



Pioneers from "Green Valley"—High School, Duquesne, Pennsylvania



The Job SECURITY of a Good Teacher is a matter of PUBLIC RELATIONS

"Teacher Teamwork With a Problem Public" is highly worthwhile reading. The author does not hesitate to call a spade a spade. He brings to the surface many of the undercurrents in the educational world which are hushed up or not frequently enough discussed in open conference."

—N. L. ENGLEHARDT in SCHOOL EXECUTIVE.

The teacher's biggest problem is not teaching his students the fundamental subject-matter of the courses in which he is professionally qualified.

It is, instead, the problem of "teaching" the vast, indefinite "public" just what a school system is for and how it is organized to do that job. It is the problem of integrating himself or herself into a community which, while perhaps not actively hostile, can nevertheless make a teacher's life unhappy by demanding higher standards than the parents themselves are willing to set for their children.

"TEACHER TEAMWORK WITH A PROBLEM PUBLIC" defines these difficulties by outlining their historical origins. The second part of the book,

entitled "So What?" then proceeds to list and discuss ways in which the teacher can meet these situations. Included are the personal qualities that make a good teacher, the merits of effective teacher organization, how to achieve teacher-parent cooperation, public enlightenment and the means for obtaining it through newspapers, school programs, etc.

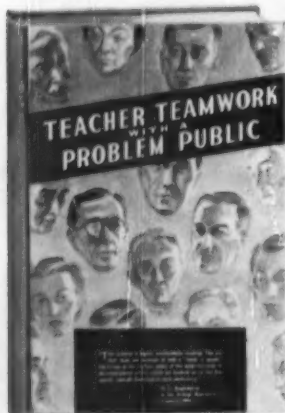
This book is a positive and constructive treatment of the basic problem of our public schools—the problem of public understanding, cooperation, and support. It shows the teacher how he or she can change mere acceptance of a school program to active endorsement, and replace public indifference with sympathetic enthusiasm.

"Teacher Teamwork with a Problem Public"

by C. R. Van Nice

\$2.00

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School Activities

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As the Editor Sees It



Should the student council install a drinking fountain, resod the lawn, buy a motion picture projector, provide a parking lot, or promote similar projects for permanent school equipment? Many councils do. However, we believe that all such activities are entirely outside the council's proper area of responsibility.

It is the business of the board of education to provide all such essential equipment and services; it is the business of the superintendent to see that it does; it is the business of the principal to see that the superintendent sees that it does; and, if the principal is sound asleep, it is the business of the council to awaken him.

But for the council to provide essentials which any intelligent and self-respecting community should demand of its board—NO.

Should a student council support a student in a foreign land or pay his expenses to this country, or raise funds for some similar "good international relationships" project? Some councils do. But again, we are skeptical, despite the fact that such projects may appear to be commendable in both aim and publicity.

We are not being selfish, merely realistic. A father's first and main responsibility is to his own family, not his neighbor's. A council's first and main responsibility is to its own students, not those of a foreign land.

And this holds true, as we have pointed out before, with local community outside-of-school affairs.

Surely in any school there are enough appropriate projects to keep the council busy. If, as, and when it accomplishes all these, it might give a little attention to outside interests and concerns—not before.

These comments are in order because too many councils have as yet not found their reasonable area and so easily get outside it. This is to be expected, considering the recency of the development, in most American schools, of the council idea and plan.

This is but another way of saying that any council should **BE MOST DISCRIMINATING** in the selection of its projects so that it stays

within its proper field and does not set precedents which later may be difficult to follow.

The Approved List of National Contests and Activities for 1955-56 of the National Association of Secondary School Principals appears in the September BULLETIN. Several states publish similar lists more local in nature. To ensure the profession's continued control of its own program, these lists should be strictly adhered to. And, a "Sorry, but you're not on the approved list" provides an easy and definite way for the principal to get rid of the many representatives of less desirable organizations who barge in on him each year.

In many a school overcrowded classrooms have already meant a curtailment of the activities program. Perhaps, at present, not a great deal can be done about this shortage. However, something can and should be done to prevent the curtailment of activities space and equipment in new and proposed buildings. There is a real danger here.

A very frequent complaint by members and sponsors of school organizations concerns the difficulty of maintaining interest. This trouble is common to all organizations—all kinds, shapes, sizes, and forms, for all ages from babyhood up.

Interest, even in the same thing, varies widely in both quantity and quality from person to person. It varies from shallow to deep, from transitory to "permanent," and it varies from time to time.

No individual's interest graph is a straight horizontal line; it is a curve of ups and downs. And even this is very irregular.

Hence it is well to realize that continued deep interest is an ideal which will never be achieved in anything under the sun.

Naturally, we should strive to promote as much interest as possible; but we should not attempt the impossible—and then be dissatisfied with our efforts at attaining it. That is just not logical.

Clubs and organizations are important—yes necessary—to promote a well-balanced and interesting integrated curriculum for secondary students.

Clubs as Curricular Activities

THE ADOLESCENT YEARS which mark the junior-senior high school period in education reveal strong desires for: acceptance by age-mates—group activities—group fads—group status. This is a period of rapid growth and change along social and emotional, as well as physical lines. It is also the time when outside environmental influences seem to limit the security and weight of the school as a vital factor in the everyday life of the adolescent.

Whether the school can hold its own and compete successfully with community agencies and the field of commercial entertainment depends to a great extent upon its use of teenage interests as a basis for building a realistic and meaningful curriculum that extends outward to offer the extra or supplementary activities and programs that are of concern to youth. Hence, it is this so-called extracurricular program that emphasizes the group activities that are so essential to the adolescent.

By way of coordinating our Barringer High School club program, two junior English classes and one senior Speech class cooperated in a six-week drive to study and evaluate school and community clubs. Each student was invited to join a school club if he were not a member. If a student was a member of an outside club and

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found it too difficult to really enjoy joining a school club, he was permitted to use that club for his study.

During the six-week study of clubs and class membership in different organizations, students used the following outline as a guide.

Club Study-Guide

- I. Join a CLUB, preferably a Barringer extracurricular activity.
- II. Keep a diary-project as follows:
 - A. History of the Club
 1. How did this club receive its name?
 2. Who organized the club?
 3. When was the club founded and for what purpose?
 4. What are the objectives or purposes of the club?
 5. What worthwhile activities has the club sponsored?
 6. Where and how often are meetings held?
 - B. Your Club Membership
 1. When did you join?
 2. Why did you join this particular club?
 3. Are there any other members of this club in our class? Who are they?
 4. Do you hold any club office? If so, explain your duties.
 5. Do you belong to any other clubs? List them.
 - C. Diary of Activities
 1. For each meeting which you attend, give the following information:
 - a. Date, time, place.
 - b. List the important things discussed.
 - c. How did you contribute to the meeting?
 - d. What important activities or plans were accomplished at this meeting?
 2. At the end of the month, summarize as follows:
 - a. Why do you consider this club worthwhile? In other words, how would you explain its value to new members?
 - b. How does this club help you in your school work and social activities?

In turn, each student kept his own record in diary or notebook fashion. The written study was highlighted with discussions based on student findings. In the course of the six weeks, each student gave two reports on his club membership. Panel discussions were also developed

Our Cover

The upper picture was contributed by West High School, Wichita, Kansas. Activities are quite prominent in West High School as in many many other high schools over the country. Recently the Girls' Modern Dance Groups presented a program entitled "Places I'd Like to Go on a Vacation." These girls are from two groups, "The Big City" representing Scotland, and "The Washerwomen" from the farm group.

The lower picture features the pioneers of "Green Valley," an enchanting three-act fantasy, as staged by the High School of Duquesne, Pennsylvania. Miss Marion White was responsible for the direction of the play and for the particularly dramatic composition of the characters in the photograph. The art department, under the supervision of Miss Cora E. Wright, designed and constructed the unique exterior setting. "Green Valley" is a "different" play with a most worthwhile purpose.

from the outline questions. The senior speech class recorded panel discussions on purposes of clubs, their values to students, the organization of club meetings, and the comparison of school clubs to other groups in the community.

In all, ninety-two students participated, with grade distributions as follows: Juniors (3rd year students)—60; Seniors (4th year students)—32.

Clubs represented in this study are classified in the following account according to membership representation:

Type of Club	% of Student Members
School	47%
Private teenage groups in the community	20%
Community organizations	19%
Religious groups	13%
Government service	1%

The membership distribution indicates the significance of the independent teenage clubs that make a dynamic appeal to over one fifth of the students surveyed. Community groups, too, are assuming a noteworthy position in the after-school life of the student. Rather than condemn these youth and community groups as competitive, the school may wisely recognize them as cooperating agencies in helping youth develop social potentialities to the fullest.

Of the questions included in the student Study-Guide poll, the following three hold pertinent information for this discussion:

1. When did you join?
2. Why did you join this particular club?
3. What are the values of membership in this club?

The responses to the first of these questions indicate that almost seventy percent (70%) of the students reported that they had been club members prior to this special study. The length of membership ranged from one month to four years. Approximately one-third of the students joined clubs in order to fulfill the requirements of this study of clubs.

Thus, about thirty of the ninety-two students were familiarized with clubs they had not previously recognized as interesting or appealing to them. If nothing more was gained, students became more club-minded and conscious of school activities. This alertness to one's surroundings and the recognition of the personal as well as community advantages of individual participation are healthy signs among teenagers.

The reasons why students belonged to clubs of their choice are indicative of the interests and

influences that pervade adolescent life. A partial listing of excerpts from student reports follows. Student reasons for joining clubs are grouped under topics in order to show the trend of the responses.

For Social and Leisure-Time Benefits

- My friends were members.
- Provides a place to go at night.
- To keep out of trouble.
- To meet people and make friends.
- To keep off the streets.
- To make me more sociable and less shy.
- To be with age mates and school friends.
- To keep in touch with friends after graduation.
- To get together with people as a group.

To Increase Knowledge and Gain Help for a Career

- To increase my knowledge of science and keep up-to-date on findings.
- To help me in school work.
- I am interested in mathematics and want to increase my knowledge of the subject.
- To make me a better student.
- To learn new things about my surroundings.
- To get practical training in the business world.
- To present better college recommendations.
- To help me in my career as a teacher.

To Be of Service to Others

- To represent my home room.
- Give me a chance to help the less fortunate.
- To be of service to the school.
- Gain satisfaction from helping the less fortunate.
- Enjoy doing things for the class and friends.

Through Invitation and Encouragement of Others

- A friend asked me to join.
- School assembly speaker sold me on the idea.
- Elected by my home room.
- Heard from friends that meetings were interesting and you learned something.
- Invited by the president.
- Voted in by my class.

Interest in Sports

- Like to swim.
- Enjoy sports activities.
- To meet eligibility requirements for football.
- Interested in skating.

Miscellaneous Reasons

- I was one of the club founders.
- For my English project.
- Previous membership in a similar group in grammar school.
- I have been meaning to join a club for quite a while and this English project coincided with my idea and gave me the incentive.
- It is an honor to belong to this club.
- I enjoy being part of an organization that is run like a regular company.
- Take greater part in church activities.

These student comments revealing their reasons for joining clubs illustrate some of the common problems of adolescents, namely the following:

1. Social Assets
 - a. Gaining friends.
 - b. Increasing popularity.
 - c. Making use of leisure time.
2. Intellectual and Career Information
 - a. Improving in subject-matter areas.
 - b. Becoming a better student.
 - c. Preparing for the business and professional world.
3. Service to Others
 - a. Helping the needy.
 - b. Serving the school.
4. Sports Knowledge and Proficiency

These four major needs should be kept in mind as teachers plan and work with students in the classroom as well as in the out-of-class activities program.

Values of Clubs

The responses on the values of club membership offer a list of adolescent needs that are met through affiliation with agemates. Student comments, listed in their own words, are classified into the following categories.

Social Advantages

- Helps you to understand sufferings and be helpful to others.
- Meet important and interesting people.
- Help build a better school, city, state, and nation.
- Attend social events.
- Makes you popular with students.
- Gives me confidence in myself and friends are made more easily.
- Keeps me interested in lots of things.
- You learn respect and courtesy.
- You get along with people.
- You become a better sport.
- I now take part in more activities.
- We cooperate with people around us and look out for what other people are doing, instead of being selfish.
- Helps us to learn a lot about what is right and wrong.
- Learn to understand actions and opinions of others.
- Helps overcome shyness that may keep you from talking in front of large groups of people.
- Helps me assume responsibility.
- Gives me a chance to see and make more school friends.
- Helps young people face problems.

Relationship to School and Community

- Gives me a chance to earn scholarships.
- Helpful in teaching new members about the school.
- We have a place to do homework and help each other.
- Gives different viewpoints on some work I'm doing.
- Shows there's an interesting side to every subject.

Gives meaning to why we study and learn all that we do.

Helps me in class discussions.

Builds better attention, concentration, and habits.

Relaxation—Hobbies and Leisure

Sports keeps you out of trouble.

Keeps me busy.

Gives you something to do.

Makes me interested in things.

Vocational Interests

Gives me good training for a job.

Helps you plan for the future.

Preparation for business world.

Get to understand how the business world operates.

This detailed list of values reveals that the student needs mentioned are being met in significant and various ways. These values hold significance, in turn, for the teacher who wishes to use subject matter as a basis for helping to solve student problems.

Perhaps the results that this student project and survey on club membership outlines may seem to indicate obvious findings that might have been surmised rather accurately by any educator. The important thing, however, is not only the information supplied to teachers. Rather, it is more noteworthy that student thinking along the lines of constructive group membership is revealed. And, furthermore, no one scale of values can be set up for all schools, for the needs, interests, and desires of students vary in accordance with their unique situations.

A few recommendations, however, might be made for helping students to become interested, successful group members:

1. Club activities may be related successfully to classroom work by including in the curriculum discussions and activities based on club membership.

2. Students may be encouraged to join clubs that both interest and help them if they learn of the opportunities from classmates and teachers in the course of their work together.

3. The objectives and values of clubs offer a good measuring rod for subject-matter courses that attempt to meet the needs and interests of students.

All in all, teachers must show an interest in the total offerings of the school program in order to help students to participate in school life as socially intelligent members.

Public Relations Receives Attention

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To inform the public about its program and the offerings in its various phases, the faculty members of Ely, Minnesota, Junior College presented a program entitled "Presenting Ely Junior College." This program was an attempt to answer the accusation of disregard of public relations, a charge which has been leveled frequently at educational institutions in general and the junior college movement in particular.

A panel discussion was chosen as the mode of presentation. Speaking were the dean, an instructor from both the junior college staff and the community college roster, and a freshman student. Research for the program was done by the other faculty members and some of them acted as resource personnel during the question period which followed the presentation.

The panel appeared before these groups: the Ely Teacher's Association, the Kiwanis Club, the Business and Professional Women's club, and a joint meeting of both of the units of the Parent-Teacher's Association.

The dean, moderator of the panel and first speaker, touched upon six topics: the personnel which interpret the Ely schools to the community, the teachers and students; the phraseology used, in which *junior college* and *community college* are interchangeable; the offerings, which are divided into the areas of terminal and pre-professional; the transfer of students to other educational institutions; misunderstanding in the community about the value of Ely credits in transfer; and honor rank at Ely Junior College and the institution at which the student does further work.

Misunderstanding in the community about the worth of Ely Junior College credits in transfer, it was noted, may come from three sources: the student who has earned only a certificate of completion, which would indicate questionable fitness for additional scholastic work; the one who fails to attend classes after his transfer and thus fails the course; and the student who

changes his major subject after leaving Ely.

In talking about honor rank, it was stated that, in some cases, it is higher at the institution to which the student transfers than it was at Ely. But the reverse is also true. In such a situation, the student usually realizes that he is facing stiffer competition than he did formerly and settles down to work with a resultant raise in his average.

In concluding, it was revealed that the Ely students did well last year in the Sophomore Culture Test, which is widely accepted by educators, and it was stated that those who enter the armed forces after their work at Ely Junior College compile a good record.

The co-curricular offerings at Ely Junior College were described by the freshman student. After telling about the athletic program, he explored the field of journalism, which has two rather interdependent units: the handbook committee and the publicity committee. Dramatics and music were the next topics, followed by the clubs, the dean's list, and the awards.

The third speaker explored the values of higher education for Elyites. From the social angle, he stated that the junior college is helpful in aiding a student's decision of whether or not to continue his education. The financial help from living at home and earning money to aid further education was estimated at \$2,000. In concluding, the speaker urged state aid for junior colleges, quoting figures of the estimated percentage increase in student numbers from the President's Commission on Higher Education.

This latter was suggested despite the notation that the state legislature had failed to approve either of the two bills for state aid which were presented this year. One of these called for the state to pay 25% of the junior college expenses; the other, \$150 per pupil in average daily attendance.

The last speaker treated the topic of adult education, which he postulated, is based upon these three concepts: 1. education is dynamic; 2. education is not dependent upon one's previous experience; and 3. education is dynamically related to both school and community. The first is met at Ely in the individuality of course offerings; the second, in consideration of group desires; the third, in relation to life at large. This speech was ended by the observation that the Ely program passes the most important test to which it could be subjected: it works.

Activity periods provide time and opportunity for many programs and activities and innovations that the regular curriculum cannot ordinarily include.

Creative Music as an Extracurricular Activity

VOCAL AND INSTRUMENTAL MUSIC are usually adequately represented in the general curriculum. However, there should be more to a music program than this if that program is to be comprehensive.

Because creative music in secondary schools is almost a new concept, it finds its place most readily among the many extracurricular activities already instituted in the High School. Here there is already a place where a flexible program can be tried, almost completely individual in nature.

A creative music program cannot operate successfully in the large class groups found in schools today. Because creative music is a new idea, and because it can be offered to only a small group at one time, it is received with much skepticism. This skepticism will end only after the creative music program has produced notable results and reaches an enthusiastic student group, however small.

When one hears the word "creative," he usually thinks of an individual attempt to do something new, original—something of particular interest to himself. This concept of the individual producing his own work, like no one else's, is the reason creative music groups can not be large. The program in each group will be different, because it is geared to the individual interest and needs of the membership.

There is a need for creative music activity, but it is not often recognized. Children are great creators. They draw, they tell fanciful stories, they sing music no one has ever heard. This creativity continues as long as it remains unselfconscious.

Too soon, however, our children are molded into society's pattern—a mass plan in which creativity is unusual, difficult to handle. And so the children tell the stories they have heard, and sing only those songs they have been taught. This latent interest and ability must be awakened, encouraged, and the resulting attempts must be guided in such a way as to prevent undue discouragement and inspire further creative activity.

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Why should there be a lack of interest, really a reluctance to engage in creative music? Let's take the case of composition. A large majority hold the idea that only a very few can compose. This is nonsense! They have encircled the idea of composition with a halo, and that halo does not belong there.

No adviser to creative music groups expects, or leads his pupils to expect to find in that group a Beethoven or a Stan Kenton; but, they will find average student musicians who will be delighted to discover that they can put notes down on paper to form a composition. That one sheet of paper covered with black dots allows the student to enter the ranks of the composer.

This is a satisfaction few students ever appreciate because they do not have the opportunity to take the first few steps with help and encouragement. Since this opportunity is not offered in the curriculum, it must be an extracurricular activity.

With young children, the teacher encourages the group to make up stories. The reaction is usually spontaneous because story telling is "natural," not surrounded with the halo of the "Genius Only" idea, making it inaccessible for the average student. Any one can make up and tell a story so long as he has a slight mastery of any language. This language he learned very early in life, without realizing the struggle it was.

The language of music is taught at much too late a period of the child's development, if it is taught at all. It therefore is "un-natural," hard, discouraging. If it were presented sooner it would "come naturally" as a child learns English. Music should be taught as English is: beginning with the actual use, and from that use developing the necessary rules; not vice-versa.

Because of the "un-naturalness" in the learning process, any effort to use this newly acquired

language of music is a very self-conscious attempt at composition. Therefore, the younger a child when he is encouraged to "compose," the better.

As a group of children may make up a story which the teacher writes down for them, so the children can make up a song to go with that story, and the teacher will write it down, and play it back to them at the piano. These children have then taken the first of many steps in composition. They have not been governed by rules, just as they were not governed by the rules of good story writing in the previous case.

The opportunity for such musical self-expression is seldom offered in the primary grades. It is even more often completely overlooked because the teacher has not the training, the class is too large to allow even this type of group-individual attention, or she has not the patience or tact it takes to criticize a youngster's suggested melodies without discouraging his further attempts.

The older the student, the greater the care in criticism must be, especially if he has not before been exposed to it in connection with composition.

I have written of the language of music. That language is more commonly taught as basic music theory or harmony. There is not a great mass of material to be included at the beginning level. These essentials give the student the foundation he needs, and make the materials of composition no longer a mystery to him.

But, music theory is not only a means to the end of composition. It is also a means to the more intelligent performance of music, and the more complete understanding of music heard. Indeed, music theory can be a complete end in itself. A knowledge of theory is essential to all *Good Musicianship*.

Some students may have no interest in original composition, but will be eager to arrange a composition for their own particular instrument or ensemble, vocal, or instrumental. Once again a basic set of skills is needed. These skills come under the heading of orchestration and/or arranging. Either of these can be very technical and complicated. It is the sponsor's job to steer his orchestrators away from the complications toward the simplicities with which the directed student can deal successfully.

The next opportunity for extracurricular activity, or learning, in the creative music field is

a small item, it is really a technical skill which is important in every phase of composition and orchestration. That skill is correct form in manuscript preparation. This is another of the countless things which are far more easily learned at the beginning than corrected at a later date.

The learning process in the case of manuscript skill can, and should, be taught in connection with theory and harmony, as soon as the student puts his first note on paper.

At this time a mention of the importance of form will be enough to satisfy the student, and help him to understand why he must master this skill. All the music he uses is uniform in manuscript style, and that style is almost universal; regardless of the language a person may speak, when he plays from printed music he plays the same notes as someone else would, half a world away.

Should the student ever enter a contest, it will be governed by standard mns. form rules. His composition will be rejected regardless of musical value, if he has violated any of these standard rules. Music simply must be written so it can be understood by another person.

It is one thing to have written a composition down on paper. It is another to hear it played. The creative music program must make provision for this. Perhaps the ensemble clubs will have the time and the interest to devote their attention to the adequate preparation of another student's composition.

Young people are usually curious about each other's achievements. This curiosity often may lead to a like attempt, and so the ranks of the creative music group may be swelled. One admonition regarding the performance of original compositions: be sure the performing group has the capacity to play the composition, and has been rehearsed enough to give the original composition a fair interpretation. A poor performance can ruin an excellent composition.

Encourage students to criticize each other's compositions when they are played. They should be aware of what they liked in a specific work, of what they disliked and why, and also what sounded particularly agreeable or disagreeable to them.

(Here some more advanced theory may be offered to explain or "correct" a disagreeable sound. The need for such adjustments should most favorably come from the students. If they do not, the teacher may point them out and

question their beauty. If, however, the passages so pointed out were deliberately created so by the student, and he wants them to stay that way, that is his right, as the composer. But, he should be aware that compositions which do not please the ear of the auditor are seldom heard a second time.)

Peer criticism can be valuable—perhaps more valuable than teacher criticism. The students have an inevitable give-and-take in their relationship which is not found in the teacher-student relationship. This give-and-take quality allows rather harsh, frank criticism which is often more effective than the instructor's "suggestions."

Peer criticism may be less resented than any other, and may be much more effective. The composer defends his composition if he wishes, or, merely recognizes its strengths and weaknesses as they are pointed out by his friends. In no case should peer criticism be destructive. Its purpose is constructive.

It should provide the composer with food for thought, and perhaps a new musical idea or two. Perhaps it will convince him that what he has to put down on paper one way might be more effective in another way, and so he elects to make a change in his work. Those who participate in the criticism, and all do eventually, begin

to develop the habit of critical listening.

The evaluation of the works of others helps each one to develop his own personal taste and discrimination. It may also help him to develop his talent more fully. One learns not only from the mistakes of others, but also from the excellence of their works.

The creative music program makes provision for the serious student who anticipates further study. If successful, it will also give this more talented student the challenge he needs. That cannot be offered as effectively in a large group where he must work along with the other less talented students. It can be very effective and rewarding in the smaller groups which the creative music program demands.

Here with individual interest and needs of students foremost, and the possibilities offered by the flexible program, the serious, talented student can be challenged, and advanced at his own rate, just as those in the creative music group are going at their own rates, in fields of particular interest to them.

The creative music program will therefore provide the average student with a new outlet for his creative expression formerly inaccessible to him; and at the same time make provision for the more talented without especially marking him in the group.

Activity and scholarship awards may be presented to students to inspire successful participation and joy in achievement; but frequently overemphasized.

School Letters---Athletic and Other

THIS ARTICLE REFLECTS ACTUAL EXPERIENCE and is autobiographical to considerable degree, consequently I shall be so unorthodox as to write in first person. Furthermore, my recommendations on school letters are unorthodox, and therefore the heresy of style may help serve as a buffer for the heresy of the proposals.

To begin with, let me say that I was a high school letter man in football and track, having been captain of the football team in a city high school over forty years ago. But I also was editor of the school's yearbook, treasurer of its athletic association, soloist in its chorus, president of one of its clubs, and a member of another. Thus, any points of view taken now on school letters cannot be described as *sour grapes*.

After graduating from college, where I also

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was neck-deep in a wide variety of school activities, I taught in one high school and then served successively as principal of three other high schools and athletic coach in two of the three. All schools were in basketball-crazy Indiana. One of these schools had an average basketball team and an average baseball team. Another had a poor basketball team and a superior baseball team. The third had a superior basketball team.

It had not been the custom in any of the three high schools to give letters or any other awards to athletes. And, believe it or not, it

did not occur to me to start the practice. I never even thought about it until I later became superintendent of schools in a neighboring city and found letter-giving deep-rooted there, and then remembered that I too had once worn football and track letters. And still worse—or was it better—nobody else in the three communities, athletes included, seemed to think of it. It simply was not done and nobody seemed to want it done. It never was discussed. Everybody was innocent.

Some years later, at which time I had returned to my home city as a college professor and had become president of my high school alumni association, an unfortunate situation developed regarding football letters in my high school. The situation revolved around Mr. Pearl (which was not his name), the football coach, and George, one of the football players. (George was not the boy's name, either.)

Mr. Pearl had been fairly successful as a coach, his principal weakness being that he was overly temperamental. George was a conscientious and bright boy, but perhaps too eager to wear a football letter.

George's father and older brother had been football letter men in the same high school, and, of course, George hoped to keep up the family tradition. When George was only in the eighth grade of a neighboring elementary school, he went over to the high school every day for spring football training. Then in the fall, George never missed a day at practice.

The following year, George again was faithful at football practice, but still was not mature enough to make the first team. But in the fall of his third year, it seemed that George had cinched the position of first-team center. All went well until the night before the opening game.

Mr. Pearl employed a rather complicated signal code which made it unclear to George where he was supposed to snap the ball on a particular play. Once earlier, when that number had been called and George snapped the ball to the right halfback, Mr. Pearl rebuked George, saying the ball should have gone to the left halfback. Then a few days later, on the same signal, George snapped the ball to the left halfback, and Mr. Pearl rebuked him for not aiming the ball at the right halfback.

In the final workout before the opening game, that same tricky signal was called again. George,

thereupon, with nothing but good and serious-minded intentions, turned to the coach and asked, "Now where does this ball go?" Mr. Pearl regarded this as an act of impertinence by George, and ordered him to the bench. The second-string center, also an eleventh-grader, went in for George and played the full game the following day.

Although dismayed, George continued regular football practice, even though always assigned to the second team. Game after game on the schedule was played, but George was left on the bench. With only two games left in the season, it was too late for George to earn a letter even if he played all of both games; the school's rule required ten quarters. Therefore, George dropped out of football.

In the next-to-last game, the boy who started out as second center but played in all games as first center, broke his leg, leaving the team with no center at all. And the final game of the year, the one which the school would rather win even if it lost all earlier ones in preference to losing and winning all earlier ones, also found the team without a center. Mr. Pearl switched a second-team end to first-team center for the last two games, but the makeshift did not pan out. Both games were lost for the want of a center.

The story of Mr. Pearl and George illustrates more points than one. Mr. Pearl used a confusing signal code, he did not make sufficient use of substitutes, and he may have been too touchy and vindictive. George may have been too impatient and too letter-conscious. But even so, the whole sad affair could not have occurred in any of the three high schools where I was coach or principal, since we gave no letters.

Ideally, there should be no letters for any school activity. If a school has no letter system already, it should not start one. Any activity should be its own recompense. Extrinsic awards for school activities are as cheap as giving fish to performing seals. But if a school gives letters in athletics and not in other activities, the solution is not so easy.

There is no more reason and no less reason for awarding letters in athletics than in other school activities. Letter-giving simply got started in athletics and remains there by right of squatter sovereignty. Many schools already give letters to student managers of athletic teams. Let us next give letters to cheer leaders. Then initiate

letter-giving for service in student councils.

Gradually then, year by year for a decade or so, extend letter giving to school publications, bands, orchestras, glee clubs, dramatics, forensics, clubs, and what have you. Before long,

practically every kid in high school will be wearing a letter, and the result will be the same as if none did. Then we can abolish the silly practice altogether. And would it not be a good idea?

An adequate school-sponsored social program, expeditiously planned and organized, usually eliminates any desire for undemocratic secret organizations.

Secret Organizations in the Secondary Schools

OF ALL THE SOCIAL DRIVES, probably the most forceful is the drive for prestige and power connected with the social organizations. All men strive for achievement or status. Status is most easily recognized as achievement by an individual within a group. The search for status in adolescence is just as strong, and probably stronger, than it is at any other period in life. Young people search for approval, security, and recognition by a group.

What happens when this basic need for status is not fulfilled? A variety of reactions may result. A borderline child may cross the border into maladjustment. Another youth may join an organization in which he has little interest but in which he can find some degree of recognition or in which mere membership will denote status of a sort. Still another will strive for personal achievement at the expense of antagonizing the group.

The need for social activity is normally satisfied by the school. However, sometimes the demand for increased extracurricular activities is not met. When students are unable to "belong" in school sponsored organizations they will remove their group from the school. At times, as a result of weak group leadership, schools will discover that the very organizations they sponsor have become sorority and fraternity type organizations.

Greek letter organizations often exist within or partially within a school where the administration takes no notice or at least no stand on the issue of secret societies.

One school sponsored club which has in many instances become a secret organization is the "Y" club. The problem of coping with fraternities and sororities is a difficult one to handle, but detecting and dealing with the growth of

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secret societies existing under the auspices of "Y" or similar clubs is all but impossible since Greek letter designations are absent. Where high school secret societies do exist we find that these groups restrict their membership to individuals of certain economic and social backgrounds. Some restrict on the basis of nationalities, color, race, or creed.

Many times membership is based on popularity with regard to the existing membership. In almost all cases of economic discrimination the new members belong to the local "400."

The simplest method of differentiating a secret organization from one that is not is to answer these questions:

1. Is membership restricted?
2. Can the public or members of the student body attend the meetings?
3. Does the club have a definite purpose as outlined in a constitution?
4. Do the members have outward signs and insignia?
5. Are initiations secret and/or extreme?
6. Do the members vote as a group in a school election.

The answer to any one of these questions does not in itself reveal the objectionable qualities of an organization. The key question contained in the criteria, however, is that concerning restricted membership. When membership in a club is restricted for reasons of economic or social background, no public school has the right to sponsor or condone such an organization. The institution which is charged to teach for democratic life cannot harbor an organization which does not have democratic ideals.

The most familiar excuse for restricted membership in certain groups is that the club will

become too large and inefficient if membership is opened. The contrary is true. Open and democratic selection of members does not mean that an organization need be open to any individual who desires to join and later to resign whenever he wishes.

The club should establish in a constitution a standard for admission and continue membership based on concrete ideals of character, merit, and achievement. Selection should never be made on the whims and fancies of the existing membership. An applicant, having met the standards for admission and having demonstrated that he is ready and able to carry out the club purposes, should have no fear of being "black-balled."

In 1776, the year the Declaration of Independence was signed, Greek letter, secret societies came into being in America. Secret societies were known to exist in high schools for many years before 1905, but it was at this time that the problem of undemocratic clubs in our public schools began to command some attention. In 1905 the National Education Association condemned secret societies in public schools as being undemocratic, snobbish, and troublemakers.

Three years later a young girl who was refused membership in a certain Greek letter society shot and killed herself because of the disappointment. Accordingly, in 1909 the California legislature passed an anti-fraternity bill for public elementary and high schools.

Since those early years in the controversy over whether fraternities should or should not be allowed in high schools, many states have taken a definite stand through legislation or court decisions. Twenty states now have anti-fraternity laws regarding public schools.

Many of the states which do not have specific court rulings or legislation regarding high school secret societies are, nevertheless dealing with the problem in a sensible way. One Atlanta, Georgia, administrator has this to say about fraternities:

In full knowledge of their undermining qualities, boards of education have for years met the problem by "banning" such organizations in their school systems. Thus banned, fraternities and sororities take on new glamour and gain the sweetness of forbidden fruit.

On the assumption that this is true, a committee composed of Atlanta students, parents, teachers, administrators, and school board members worked out this plan. The schools have a list of "approved" clubs in which membership is limited only by interest. Fraternities and sororities are not banned but a member of any such

organization is denied membership in any approved organization or other extracurricular activities. The secret societies in Atlanta have died a natural death.

In Ohio an unusual situation is present. There is a state anti-fraternity law, but because the opinion of the state's attorney general has weakened this law, the authority for abolishing fraternities now rests in the general power to make rules and regulations governing the schools.

Cleveland school officials have successfully carried out a plan to have the secret societies disband before legal action was attempted. In this effort the school administration showed the students the disadvantageous effects of secret organizations on school unity. Another plan used with success in Ohio is one in which athletes and students in responsible positions sign oaths that they do not belong to and will not join a fraternity.

The writer's own personal experience occurred in a small town in Wisconsin. A high school sorority and fraternity existed under the guise of Hi-Y Clubs. Although no conflict had arisen between the club and the school officials, there was a growing antagonism between the in-group and the out-group. Stories and rumors were circulating among the underclassmen about the alleged smoking and drinking activities of the "Y" members. Complaints were heard that membership was only granted to a select few who happened to meet the arbitrary standards of good looks, personality, and nice clothes.

Some of the rumors later proved to be just rumors but one fact emerged from a subsequent investigation. The "Y" clubs were operating on a fraternity basis in spite of their supposedly Christian ideals. The author, after questioning many students called a meeting of the officers of the Tri-Hi-Y and invited any other interested students to attend. At this meeting it was brought out that the club had restricted membership. The given reasons for restricted membership were that the group would be too large if membership were not restricted and that the quality of the membership would be impaired if "just anyone" was allowed to join.

Emotion ran high at the meeting when club members were asked by some of the "out" group to defend their position. It would seem that the members of the Tri-Hi-Y group did not realize the seriousness of the implications of restricted membership. They asked the author to speak to the entire club and present the argu-

ments against a fraternity type organization. This he did.

Several principles were followed in dealing with this group. They might be summarized as follows:

1. Try to gain the confidence of the group. Do not deal in personalities.
2. Do not criticize—give constructive advice.
3. If the club does not have a constitution and working bylaws, suggest that they construct one on democratic principles. This would eliminate the arbitrary selection of members.
4. The sponsor holds the key to success of a club. If a sponsor of a high school club does not agree with democratic policies he should be replaced.
5. Encourage open forums between the in-group and the out-group. Debate between such groups often brings about a self realization within the club.
6. In states where there is no law regarding fraternities in high school, do not try to ban them from school except as a last resort.
7. Have faith that young Americans will tackle the problem themselves once they understand it.

The transition from a secret society to a club with democratic ideals has now been accomplished in the particular case cited. A new constitution is in the process of being drafted. This constitution provides for membership selection on the basis of willingness to carry out the club program and purposes. All students who wish to join the organization may, but if they do not

carry out the club purposes they may be dropped.

The high school secret society will remain one of the knottiest problems in school circles for years, because there are so many fingers in the pie and because the authority of school boards, administrators, and teachers is not well defined. The question of how to deal with high school fraternities must be answered by each school system in its own way.

Twenty states stipulated that there shall be no secret societies in public schools. Some of these give specific methods for enforcing the law; others do not. Other states have no precise law dealing with the problem. However, in these, the authority for abolishing secret clubs lies in the power of the school boards to make general rules and regulations.

It should be remembered that social groups serve a need, or they would not exist. School administrators should not ban a fraternity and leave a vacuum in its place. Rather, secret societies should be combatted constructively. A full, school sponsored social program, combined with a student body enlightened as to the undemocratic bases of fraternities in the high school will, in most cases, serve to bring about the desired action.

The home room period, when efficiently planned and properly conducted, is the "heart" of the school—the students' congenial and profitable school home.

Why the Home Room Fails

YES, IT'S TRUE many home room sponsors and many administrators will admit their home room period is a failure. It's quite common to see some individuals shake their heads or groan when the subject is brought up for discussion. Others will resign themselves to the fact it's just impossible to make the home room period click.

Frankly, some schools have discontinued the period or else are contemplating giving it up and relegating it to a study period or a regular class period. In some instances the writer knows where, because of overcrowded conditions in some schools, this period was discontinued under the pretense it was needed for a regular class period.

Let's stop here and make a frank analysis why some school activity is successful and another is not. For the purpose of our study let's take a successful mathematics class as our ex-

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ample. Immediately, we discern that certain factors stand out, namely—it's required of all students, it's compulsory for every one to attend or be present in the class, the teacher has been properly trained in mathematics, she plans her work carefully and continually tries to make the subject as interesting as possible, the students participate in the classroom activity and discussion, the administrator believes in the subject and it has his support, the classroom activity is not teacher dominated, finally, she displays a keen interest in the class and the subject.

Now what factors will make this successful mathematics class fail or become disliked by the students? Simply by allowing the following things to occur: Don't make it compulsory for

students who are enrolled in the course to attend; assign a poorly trained teacher or a teacher with no training in mathematics to teach the course; permit the teacher to plan the classwork in a haphazard manner; don't allow the students to participate in the classroom activity; be sure that the course lacks the support of the administrator; make certain the teacher uses the same methods and techniques for conducting the class without trying to improve on them; turn the math class into a study period; make certain the class is dominated by the teacher without regard for the student's needs and interests.

Make sure the teacher displays little zeal and interest in the class and the subject. The writer feels certain that the readers will agree any subject or activity in the school will be doomed to failure if the procedures just described are followed or allowed to occur.

Can we begin now to get some understanding why many home room periods are failures? The factors which will make a math class a failure are the main causes for home room period failures. For instance, strong evidence indicates that many home room sponsors never had any training in conducting or organizing a home room period.

Many probably have no idea of what is the main function or purpose of the home room period. Then again perhaps the home room period does not have the support of the administrator in that he works with the home room sponsor and assists them in any way possible. Perhaps the administrator himself doesn't understand the real purpose or function of the home room.

Do the sponsors really take an interest in the program and plan carefully and make a sincere effort to make the period effective? Does the sponsor play the dominant role without pupil-teacher planning? Does the sponsor by her attitude reveal she does not believe in the program and prefers to use it as a study period? Finally are the programs planned for the period of a stereotyped nature without any flexibility.

In the opinion of the writer the home room period is an important part of the whole school program. Therefore, its organization and administration is worthy of deep consideration and careful planning by the school administrator, the faculty, and sponsor.

The writer would like to suggest some procedures for preventing or reviving a home room

period that seems to be failing:

1. The home room must have the support of the administrator. He must believe in it and work with the sponsors.

2. Opportunities should be granted pupils for suggesting programs. This can be done through check lists or using small cards on which students write their suggestions.

3. Should be teacher-pupil planning.

4. Home room sponsors should be encouraged to attend workshop on home room guidance. It would help greatly if the school underwrote this expense for the sponsor.

5. In service training program on the home room period be conducted by the school for the home room sponsor.

6. The sponsor remain in the background as a guide allowing the students to assume leadership.

7. An air of flexibility should prevail in the home room period. Avoid stereotyped programs.¹

8. Home room topics for discussion should be timely and interesting.

9. Sponsors must display the same concern, interest, and sincerity in trying to make the home room period successful as they do in trying to make their subject interesting and successful.

10. The home room period must be treated with the same importance as any other classroom activity in the school program.

No doubt there are other worthwhile procedures that could be mentioned in addition to the ones described above. The writer, however, strongly believes that if schools would just follow or try the procedures described in this paper they will note a change or improvement in their home room period. Schools just beginning or including a home room period in their regular class schedule for the first time should find these procedures most helpful and a good beginning for developing an effective home room period.

The writer cannot emphasize too strongly that developing an effective home room period comes only after hard work and good planning on the part of the sponsor. The home room sponsor really makes or breaks the home room period. One should not expect good results immediately and thus becomes discouraged when results don't seem to be satisfactory at first.

¹ The Home Room Period. Pages 181-182, SCHOOL ACTIVITIES, February, 1954.

Frankly, one of the reasons why home room periods disintegrate into study periods is due to the latter factor—the sponsor giving up after a few attempts which were discouraging. Frankly, the task of making effective use of the home room period or restoring its usefulness becomes more difficult after it has already disintegrated to a study period.

Many worthwhile things can come out of a good home room period organization. The period lends itself to helping and reaching the student in many ways usually not feasible or possible in the regular class period where all too frequently the emphasis is chiefly on the subject matter.

To many sponsors and even administrators the home room period may still seem a fad, a frill, unsavory or wasted time. Yet, the fact remains the home room period is no more a

fad or frill than is mathematics or any other school subject. The real difference between the success of the two is the degree of interest, planning, training, and effort displayed by the sponsor. If the subject sponsor would apply the same zeal, interest, and planning to the home room period as she did to her academic subject the results would exceed her expectations.

Thus, before we discontinue the home room period or complain about its ineffectiveness let's examine our attitude toward the program. Let's examine our sincere efforts to make the period effective. Let's examine our understanding of the purpose of the home room period. Once we straighten out our own thinking concerning the home room period the chances are excellent that this will definitely decide whether the home room period will be effective or doomed to failure.

Games, contests, and fun, incorporated in club programs, can promote interest, eager participation, and constructive learning in so-called dry subjects.

A Mathematics Club Is Interesting?

"MATHEMATICS CLUB? Oh, no! I'd never think of joining that club. I have enough of math in class without spending my extracurricular time in the subject as well." How often have you heard this comment coming from a student? Mathematics, it would seem, is one of those subjects which, despite the fact that it is growing in popularity among students, appears to have nothing to offer as far as pleasant recreation is concerned.

As a first-year teacher and also one of those much criticized mathematics instructors, the writer decided that this idea was going to be erased from the mind. I hoped to enthusiastically prove that math could be useful and enjoyable to students outside of the classroom.

It goes without saying that I had to "sell" my club to the administration as well as the students. I did not expect to draw a huge throng to my organization, but I hoped to gather together a good group through which the public relations of our activities could be spread.

The beginning of the year was encouraging for it began with a group of twelve students. By mid-term there were twenty-two students in the club, all of whom seemed to honestly enjoy the activities. I had the further problem of teaching in a junior high school which meant

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even more careful planning because of the limited math background of the students.

The psychology studies of the junior high student reveal many interesting facts and among them is the care which must be taken in presenting the student with a good wholesome activity which will hold his interest. Keeping all this in mind, I embarked on what I hoped would be a valuable experience.

Our club program is co-curricular, part of the regular school program. We meet once a week on Wednesdays the last period of the day. Since there are no dues, we have found it necessary to have only one officer, a chairman, who works with me in planning and organizing meetings. He also is responsible for taking over activities if I should be absent on club days. The student holding this position is elected by the club members and so gains their respect as well as mine.

What do we do in this Math Club? I should like to divide our activities into two groups—recreational and constructive. Probably the most

popular of our recreational activities are mathematical charades, baseball, twenty questions, concentration, and buzz.

Mathematical charades are carried on just like the familiar parlor game except that familiar mathematical terms are acted out. The addition of a time limit heightens interest. This game gives the student a chance to come before the group and show his ingenuity and develop his social grace. If the group is divided into two sections and a winner declared on the basis of accumulating the least number of seconds in acting out the charades, the activity will move along rapidly.

Baseball is a familiar game to all students. Again the group is divided into teams and the spirit of competition reigns. Simple number combinations requiring mental addition, division, and the like are pitched into the respective "batters." If they give the correct results in one second, it is a homer, in two seconds, a triple, and so on. After four seconds have elapsed the "batter" is out. The corners of the room can be used as bases. This activity is always fast moving and a great deal of fun.

In Twenty Questions, a member of the group leaves the room. The remaining people decide what mathematical term or object he shall be. When he returns, he is given twenty questions to find out what he is. It is surprising to see how students will gradually develop logically how to ask questions to the best advantage. It is also revealing to see how quickly the group will give a definite "yes" or "no" answer to questions posed by the "victim."

Buzz is a counting game in which each person in succession gives the number following the number stated by the person before him. The exceptions come on any numbers containing a seven or a multiple of seven such as 21 or 35. When that number is due to be said, the word Buzz must be substituted. It gets particularly interesting when your numbers are high and the possibilities of errors occur. This game is most successful when run at top speed. There are a lot of laughs here too.

There are many other recreational activities that can be employed. A great many of them are described in a series of books published by the Samuel I. Jones Publishing Company in Nashville, Tennessee. They are entitled: *Mathematical Clubs and Recreations*, *Mathematical*

Nuts, and *Mathematical Wrinkles*. I would strongly recommend purchase of these books to anyone contemplating the organization of a mathematical club on either the junior high or senior high level.

Our constructive activities were of just as much value to the club members. What did we do? From our knowledge of magic squares, those fascinating number puzzles, the group decided to construct a large magic square 11 feet by 11 feet out of many colors. This was placed on the wall of the room and has been observed and puzzled students throughout the school for months.

Another activity was involved with aiding the recreational program of the township by laying out baseball and softball diamonds on the school property for the use of the children. After discussing the various problems of the work and just what materials were needed, the members did a fine job learning while helping their community.

Some of the members became interested in projects of their own such as investigation of geometry and algebra and why it is so important to everyday life. Others constructed instruments such as transits which could be used in surveying studies.

One of the added things which can make the club more successful and interesting is having a weekly puzzle or riddle for the members to ponder over during the week. It stimulates good thinking and logical reasoning. These can be obtained from the series of books previously mentioned.

Students in a math club also enjoy learning about something completely different. I have what I thought was an interesting lecture on the mathematics of cryptography or codes. The students were fascinated by the different methods things were coded and decoded. They had no idea previously that any mathematics was involved. It is things of this type that gain an appreciation of the subject.

I feel that the most encouraging thing to me during this first year was the wide variation in the members. They were not all "A" and "B" students. Some of the people in the lowest sections with limited intelligence entered the organization because they had learned that here was a chance to find out that mathematics could be fun.

It probably had very little bearing but I

found that members of the club did better work in the classroom as a result of their participation. I would like to think it was because they gained some confidence and now possessed a better attitude toward the subject.

It has occurred to me that I have more than fulfilled my preliminary objectives because the twenty-two members have been a good public

relations instrument. They have been deluged with questions from other students regarding just what goes on at Math Club. They have all enthusiastically explained our activities. It certainly has been a pleasant year for me. It has given me the drive to continue in future years proving that mathematics can be both interesting and constructive.

A well versed, nationally known authority presents some excellent material for both sides of one of the possible current high school debate questions.

"Should the Federal Government Guarantee Higher Education Through Grants to Colleges and Universities?"

THE FINAL DEBATE QUESTION of the three that may eventually become the national debate topic for high schools for this school year is, **RESOLVED:** That the Federal Government Should Guarantee Higher Education to Qualified High School Graduates through Grants to Colleges and Universities. We say that this may become the national high school debate topic for the present year because of the new system of selecting high school debate topics that has been in use for the last three years.

Instead of announcing the specific topic at the beginning of the school term, this new plan has been devised to give debaters an opportunity to study the general debate topic during the first few months before they enter the final period and the state and national contests.

During most of the first semester, high school debaters will be discussing the general topic of "How Should Educational Opportunities Be Increased for the Youth of the United States?" During this period of exploration and study of this general topic, debaters have an opportunity to discover the various ways in which the question may be presented. This period also allows the debaters and their coaches to indicate finally the specific subject that they prefer.

With this question, as with the two previously discussed topics, we will open the discussion by presenting a definition of the terms of the topic. The exact question presented in this article is: **RESOLVED:** That the Federal Government Should Guarantee Higher Education to Qualified

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The definition of the terms of this question are given below:

"THE FEDERAL GOVERNMENT": When the term the federal government is used in this debate, we definitely mean the government of the United States. It must be pointed out that the government of any one or combination of governments of the several states is not referred to when federal government is mentioned.

The Congress has the power to pass a law that will provide funds for the education of the youth of the United States if it wants to do so. The fact that Congress has never passed such a law in the past in no way means that it does not have the power to do so. Although it can be argued that the granting of money in this way might lead to government control of higher education, this does not mean that the Congress cannot pass such a law. Congress has the power, but many people may claim that it would not be wise to exercise this power.

"SHOULD": The term "should" implies that the affirmative must advocate a change in the present system of providing opportunities for higher education to a plan of government grants to colleges and universities. The affirma-

tive must show that the adoption of their plan of grants directly to colleges is either desirable or necessary, or both. Since it will be very difficult to prove that this plan is absolutely necessary, the affirmative will probably be wise to confine their efforts to proving that their policy of government grants would be desirable for the United States, and thus it should be adopted.

It is *not* necessary for the affirmative to prove that the plan that they are proposing and defending will actually be adopted. If they can prove that their proposed change should be made, they will have established their case.

"GUARANTEE HIGHER EDUCATION": When we use the word "guarantee," we are taking action that will make something sure or certain. In this debate the thing that we wish to make sure and certain is higher education for our youth.

In the United States higher education has come to mean education on a college or university level. While it is well known that higher education can go on for as many as seven years beyond high school, we feel that for the purposes of this debate higher education should mean the regular four years of a standard college course. To argue that all qualified high school graduates should be guaranteed seven years of higher education, seems too far fetched.

"QUALIFIED HIGH SCHOOL GRADUATES": We will give this definition in reverse. First, we can say that in order to receive the educational benefits provided by this question the youth must be a graduate of a high school. If a student graduates from any American high school, either public or private in nature, he or she shall be eligible to try to qualify for a higher education that may be made possible by grants by the federal government to colleges and universities.

When we talk about "qualified high school graduates" it becomes apparent that this aid is not intended for every youth. It is the clear intent of the framers of this question that some set of qualifications must be established to determine who will be given the right to the benefits mentioned. Among the qualifications that might be included are need for financial aid, passing an examination, demonstrated scholastic ability as determined by rank in graduating class, or possession of an I. Q. that meets certain established minimums.

This term could also mean that a certain quota system might be established. For example, it may be determined that we will need 10,000 high school graduates entering medicine each year. We might also need 60,000 entering teaching. The quota might determine the number of people who will be qualified for higher education, or to enter certain professional training.

We feel that in all probability the most acceptable system of determining who is a "qualified high school graduate" would be some system that would extend these benefits to all high school graduates who meet established criteria by either high rank in their graduating class or through the successful passing of standardized examinations.

"THROUGH GRANTS TO COLLEGES AND UNIVERSITIES": This term points out the specific way in which the government will go about guaranteeing higher education to all qualified high school graduates. According to the wording of this question the government will make grants to colleges and universities and they in turn will handle the spending of the funds in such a way that all qualified high school graduates will be educated.

Although no system of distributing the funds to the colleges has been suggested, we can suppose that they would be granted according to the number of students attending each institution.

This plan of giving the funds directly to the colleges and universities presents one major problem. It will have the possibility that when the federal government provides the funds for the higher education of a majority of the youth who are attending college that some form of control will also be retained by the government. Many people feel that the threat of government control over higher education found in this proposal is an important weakness of the plan.

Affirmative Arguments

In this section we will include a number of the more important arguments that favor the contention that the federal government should guarantee higher education to qualified high school graduates through grants to colleges and universities. The arguments will be italicized and a discussion of the argument will follow immediately.

This plan of granting money directly to col-

leges would mean that our colleges would not only receive federal grants to operate and pay faculties but would also be able to build needed physical plants.

This new proposal that the federal government grant money to colleges and universities so that they will be able to provide higher education for our youth is a relatively new idea in college finance. It will have real significance in the years that are directly ahead. Since colleges are now suffering from a lack of both money to operate and to extend their physical plants, this plan would help them meet both of their financial problems.

In fact, we have probably reached the point in the development of higher education where only a few of the more wealthy colleges that are privately supported will be able to meet the needs of the times. Such a plan will allow these privately supported colleges to continue to grow and remain effective units in our overall plan of higher education.

This granting of federal funds directly to our colleges would lift our colleges out of their present dependency class where they must constantly appeal for funds, and would enable them to spend more time in dealing with problems that are purely educational.

We in America are losing a great deal of valuable time of our educational leaders because they must spend so much time attempting to raise needed funds. If this plan of the affirmative is adopted, our college presidents and deans could spend more time in attempting to develop a more effective educational plan.

It is difficult to estimate just how much time and money is now used by colleges in attempting to raise money and secure enrollments. If the leaders of our colleges were relieved of this great mental and financial obligation, we are certain that they would be able to develop college plans that would cause great and significant changes in our entire system of higher education.

One of the great criticisms that many people make of college presidents today is that they must spend so much time away from their campuses on public relations trips and fund-raising ventures that the students seldom have an opportunity to meet them and talk with them. If this plan did nothing more, it would be valuable because it would free some of our greatest thinkers on college campuses and give them time

to meet and talk with the students.

This plan, if adopted, would allow colleges to plan for the future with confidence, to build up fine faculties and to enable colleges to be established where they are needed.

Today we know that our colleges are facing the greatest period of growth in their entire history. While it is true that most of our publicly supported colleges (who now have 55 percent of our students) will be able to get sufficient funds to operate in the future, we are not so certain that our private colleges will be able to gain the needed support. Since private colleges are so important to the higher educational system of America, we should do everything that we can to preserve them. If these colleges have the money needed to operate, they will continue to be important factors in higher education. If they do not get the needed money to continue to serve, we will soon have a system of higher education that will be completely dominated by the colleges and universities that are under public control.

Today it is almost impossible for a group of citizens or a religious group to establish a new college. If the affirmative plan is adopted these groups will know that they will have a reasonable chance at financial success if they establish a college. We feel that once the affirmative plan is adopted that new private colleges will be founded where they are needed and where they can best serve the people.

Negative Arguments

In the paragraphs above we have given some arguments that may seem to be convincing in proving that the federal government should guarantee higher education to qualified high school graduates through grants to colleges and universities. It must be remembered that there are arguments on the other side of the question that are just as effective. Some negative arguments to prove that we should not guarantee higher education to qualified high school graduates through federal grants to colleges and universities are given below.

If the federal government makes grants directly to colleges and universities, we would certainly develop government control over higher education.

One of the quickest ways to gain control

over any activity is to put up the money needed to operate it. The rich man who donates largely to Y.M.C.A.'s or local hospitals soon gains at least a measure of control. In much the same manner when the government supplies the money to operate the colleges and universities of the nation, we will soon see that efforts will be made to control what is taught, how classes are taught, and who shall do the teaching.

Whenever the government subsidizes any activity, it must of necessity retain a certain measure of control over that activity. When farmers accepted subsidies on farm crops, they also got controls. When the problems of subsidies and controls was brought before the United States Supreme Court, Justice Jackson ruled: "It is hardly lack of due process for the government to regulate that which it subsidizes." If we really stop to consider the matter it becomes evident that the situation could not be otherwise. How long could we have a democratic form of government if federal funds could be given to colleges, but still the government giving these funds has no control over how they are spent? The people would soon demand that government controls become effective or that the government stop giving out the money.

Since so many private colleges are now maintained by religious groups this proposal would be a direct violation of the principle of the separation of church and state.

Today we have about 1,863 colleges and universities of all types, senior and junior, in the United States. Of this number 704 are church related colleges, 513 being connected with and controlled by Protestant churches, and 181 under the control of the Catholic church. We find that 38 percent of our institutions of higher education are directly connected with religious groups.

Since freedom of religion and complete separation of church and state are so essential a part of our American way of life, we should not risk the adoption of a plan that would change this wise provision of our Constitution. Many state institutions forbid the state government to grant any state funds to religious groups for any purpose whatsoever. The proposal of the affirmative would have the federal government grant funds to these 704 colleges and universities that have been established by churches. It is even possible that in some cases the aims and purposes of some of these colleges might not be to

the best interests of our government.

The main objective of religious groups in establishing colleges has been the preparation of young people for the work of the church. As time has gone on the objectives have been broadened, but still these church colleges have their first allegiance to the people who support them, namely, their own church. If this plan of granting federal funds to colleges is adopted, we will have the spectacle of the government paying the bills of higher education and the various church colleges working to build up the interests of their own denominations at government expense.

The needs of the individual student would not be served under its plan to give government grants directly to colleges and universities. Instead of serving students, colleges would try to please the government in the hope that they will get more federal funds.

In addition to the great possibility that colleges would be under the complete domination and control of federal government, if funds are granted as outlined by the affirmative plan, there is also the danger that students would not be served very well by colleges. Under the present system of competition among colleges for both students and public financial support, colleges do everything in their power to serve students. Their greatest concern is the welfare of their students. If government subsidies are provided, this may well be changed.

With the major financial support for colleges coming from the government, college officials will try as much as possible to please government leaders. Almost any crackpot idea for changing the college curriculum that can gain a little popular support will soon be forced into the curriculum. The Anti-Saloon League might force in a provision that each college student receive 40 lessons on the evil effects of alcohol. Super patriotic groups may force 30 lessons on patriotism. Animal lovers may force students of science to stop using animals for experiment and use plastic models instead. In all of these probable moves to satisfy the whims of the public, it will be the student who will be the loser.

The plan of the affirmative does not seem to be the type of change that we need in higher education from the point of view of the student.

A definitely planned advance work sheet is invaluable in promoting efficiency in the activities of a publication staff; assures better quality production.

Provide Leadership--- Prepare an Advance Sheet

ONE BIG TROUBLE WITH MANY SCHOOL NEWSPAPER STAFFS is that they lack leadership. That is, there is no one at the helm who can delegate work and give work assignments which will stimulate the rest of the staff and provide the reporters with a starting point.

The consequence of this situation is that the newspaper just drifts along. When everyone on the staff is interested in doing good work, a good issue will be produced. However, this is likely to be the exception rather than the rule. Most of the issues will be mediocre, and some very bad, indeed.

No purpose is served by such a newspaper. It does not interest the student readers, and the staff is further disheartened when the members notice the lack of interest among the students. Thus the school newspaper is further on the way downhill.

This is not to say that leadership alone can turn a poor newspaper into a good one. There are many reasons why school newspapers descend into the abyss. But certainly good leadership can cure many of the ills. An editorial staff which is willing to work to get the rest of the staff interested in the publication can do wonders for any school newspaper!

One step which the editorial staff can take to stimulate interest is to provide a well-planned advance sheet. An advance sheet may be defined as a reporter's assignment list which is drawn up and posted in advance of an edition's deadline.

It tells each reporter what story he should cover and, perhaps, who he should see first in order to get started on the story.

If they are given definite assignments, assignments which they will be reasonably interested in, staff members will cooperate and turn in good stories. They realize that they are an important part of a functioning newspaper, and that they are being counted on to get the news—which is available about what they are assigned.

The editorial staff will have to spend some

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East Tennessee State College
Johnson City, Tennessee

time preparing an advance sheet. It will have to have a sound knowledge of what activities and events will be news when the paper is published and to make the assignments in such a way that each reporter will be looking for the right news when he interviews the people associated with the activity.

The editorial staff will have to know the reporter—their individual interests, their skills, and the degree of their development. There is little use sending a reporter to cover a story about a debate team trip if he has no interest in and knows nothing about debate. There is also little use sending a reporter to interview teachers, other students, or personalities about the school unless the reporter knows the persons concerned or knows something about the subject of their interests.

To be on the lookout for interesting possibilities for unusual feature articles is still another task for the editorial staff. An important prerequisite to fill the bill here is acquaintance with people around the school.

Advice such as this may seem fundamental; yet, because newspaper staffs do not follow suggestions such as these, their coverage is poor and inadequate. The result is an uninteresting and meaningless newspaper.

At the beginning of the year the teacher who is the adviser or sponsor of the school paper will do well to work with the editorial staff to develop in it a knowledge of the school, the staff, and the elements which go into making a good school newspaper. Next, he and the staff should work out an advance sheet, trying for perfection before the first few issues so that the staff will get into the habit of planning good coverage for each issue.

This is half of the battle. Once the staff becomes interested in turning out a good paper and falls into the habit of turning out a good paper,

it is likely to continue doing so during the remainder of the year.

And one final note! Efforts should be made to encourage others to contribute ideas for stories when they know of good ones. The staff works under human limitations; it cannot find everything and anything. Sometimes the ideas come from unexpected outside sources!

Publishing a school newspaper is a cooperative venture, but to make the paper really good, leadership is necessary. One way to show that leadership to the reporter is to have regular assignments ready which will stimulate them to work for the paper. An advance sheet is indispensable.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933, AND JULY 2, 1946.

of SCHOOL ACTIVITIES MAGAZINE published monthly except June, July, and August, at Lawrence, Kansas, for October 1, 1955.

County of Douglas, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Ralph E. Graber, who, having been duly sworn according to law, deposes and says that he is the Associate Editor of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly, or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, associate editor, and business manager are:

Publisher: School Activities Publishing Co., Lawrence, Kansas.

Editor: Harry C. McKown, Gilson, Illinois
Managing Editor: C. R. Van Nice, Des Moines, Iowa
Associate Editor: Ralph E. Graber
Business Manager: Harold E. Allen

2. That the owner is School Service Co., Inc., 1041 New Hampshire, Lawrence, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Des Moines, Iowa; Ralph E. Graber, Lawrence, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

4. That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholders or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

RALPH E. GRABER
(Signature of Associate Editor)

Sworn to and subscribed before me this 27th day of September, 1955.

CLIFTON C. CALVIN

(SEAL)

(My Commission expires November 6, 1956)

What You Need

IT'S AUTUMN AND FOOTBALL

What with leaves of brown tumbling down in many parts of the country and football players tumbling everywhere, play directors are once again casting fond glances at the Row-Peterson pigskin plays, wondering which one to choose this time. Of these, three have proven themselves time and again so pleasantly redolent of an exciting football atmosphere that someone suggested pigskin bindings. The three are **The Brain Storm**, **Two Minutes to Go**, and **Going Places**.

FREE FOLDER ON HOLIDAY FILMS

A new colorful 20-page booklet illustrating and describing appropriate Thanksgiving and Christmas filmstrips and Color Slide-sets is now available through its dealers according to an announcement by the Society For Visual Education, Inc., Chicago.

Copies of the booklet are available free of charge from any S.V.E. Dealer or by writing direct to S.V.E., 1345 Diversey Parkway, Chicago 14, Illinois.

LOAN OF PHOTOGRAPHIC SALON

A service feature, completely free of charges, which is both interesting and instructional, is an exhibit of salon prints offered on temporary loan to all high schools in the United States. This salon is made up of a selection of prize-winning pictures taken by high school students who have participated in the National High School Photographic Awards.

The exhibit consists of fifty prints of uniform size, each encased in a transparent envelope, which provides good protection. They are light weight and easy to handle. Part or all of the fifty prints can be displayed at one time, and students take interest in arranging the exhibit.

Bookings can be arranged by writing to National High School Photographic Awards, 343 State Street, Rochester 4, New York. All public, parochial, and private high schools are invited to sign up for this annual program of exhibits.

NEW BOOK FEATURES ACTIVITIES

"Secondary School Activities," is a new book written by F. C. Gruber and T. B. Beatty. It is published by McGraw-Hill, 1954, 307 pp. It is an interesting book and features discussion of the importance, administration, financing, types, and evaluation of school activities.

ASSEMBLY PROGRAMS

for December

December programs retain all the charm and beauty associated with traditions and celebrations. Christmas is the happiest time in the world. Americans extend giving over the twelve months. They contribute to various drives to help unfortunates but Christmas emphasizes happiness in ceremonies, pageants, and song festivals.

Problems arise in many schools. Directors complain of continued customs, rowdiness and general apathy. Many large high schools are eliminating assemblies entirely. In a western metropolis, a large high school enrollment prevents the activity. A principal states that the student council takes charge of the program. Students selected by the home room teacher are permitted to attend. Few faculty members have the opportunity of viewing.

Search for better performances and solutions to speech problems is one of the goals of the State High School Speech Leagues, operating in 42 states. These leagues cooperate with the National Forensic League in attaining higher standards. The National Thespian Society also has compiled materials and reports that aid in solving program problems.

Speech Leagues

"How should educational opportunity be increased for the youth of the United States?" This is the national subject selected for discussion and debate in 1955-56.

Aiding the youth of America will be the speech leagues. In Oklahoma, the Speech and Drama Services Department of the University offers materials and opportunities. Thousands of articles and program materials are available at the Extension Department.

Oklahoma is speech conscious. Thirty years ago, Ted Baird organized the first state league at Oklahoma University. Six senior colleges, denominational and state supported, affiliated. These institutions formulated a program designed for the best interests of all youth. Ted Baird accomplished the endeavor. He was the first national speech leader to be honored by the National Forensic League.

Dr. James Robinson, present director of the Oklahoma Speech League, is interested in stimulating youth through emphasis on all phases of speech work. His department aids teachers in

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

solving local problems. Dr. Robinson directs tournaments for 600 high school students who qualify at various universities or contests. College students number 250. The services offered by Dr. Robinson's office are summarized as follows:

1. Dr. Robinson offers a year round consultation service in all areas of speech teaching. This includes assembly methods and problems. He has available all the resources at the University of Oklahoma. He understands the problems of speech and drama directors.

2. Each teacher receives a monthly newsletter. This letter contains reviews of books, teacher activities, and current information.

3. Pamphlets, prepared by authorities, are available.

4. A two-volume set of debate and discussion material is sent free to league members.

5. Materials are purchased through the League thereby saving 15 to 25 per cent.

6. Free discussion and debate materials are collected and distributed. Materials for programs and plays are available.

7. A handbook containing teaching aids, contest rules, and evaluation criteria for teaching speech activities is compiled. It is one of the nation's best books.

8. Awards, trophies, and medals are provided. Judges are also available for contests and festivals.

9. New ideas, participation limits, eligibility for procedures, and standardization gives equal opportunity for all.

10. Assistance in locating speech teachers is given.

In addition to the ten services mentioned above, the department offers adult speech opportunities. Civic clubs are given assistance in voice improvement or training in parliamentary procedure. The Adult Speech Study Center comes to the community.

This active program was climaxed in the National Forensic League Tournament held at San Jose State College last June. Oklahoma debate teams were among the four top teams of

the nation but Miami, Florida, won the final decision. Five hundred students, participating in the nation's final contest had been "seasoned" by the assembly audiences in their respective high schools.

TRAVEL ASSEMBLY Language Department

Suggested Scripture: Exodus 14:6-22

"Jolly Journeys" is the theme for a travel assembly. Miss Addie Fromholz, head of the Language Department of Enid High School, directed the assembly featuring students who had traveled or lived in foreign countries. Miss Fromholz attended the University of Sorbonne last summer.

The first meeting was called two weeks before the program. Students had lived or traveled in Germany, Japan, Iran, Norway, Chile, Mexico, and Canada. Fifteen reported.

The scene opened with two girls interviewing all students for appearance on the assembly program. Each student in the group would tell about the country. The boys from Germany presented a folk dance while a girl played an accordion. Costumes were original.

A senior girl sang a French song entitled, "I Saw Paris." On the screen actual photographs were presented. Music from Iran was played while a boy and girl in the costume walked across the stage.

The South American countries were represented by students in costumes. For a humorous number, the interpretation class presented a bull fight, but the bull was "Ferdinand." An atmospheric curtain made the scene more effective.

A soloist was seated down stage at the piano. The words of the song were dramatized. The school creed was given in Norwegian by a boy from Norway.

A good closing was "America for Me" presented as a musical reading. Several humorous travel skits are available by Stephen Leacock and Mark Twain.

Dr. Charles Hunter of Northwestern University recommends that students avoid dialects. Very few can be well given. Dialects are a person's attempt to use English. It is a low form of humor to laugh at one's mistakes.

CHRISTMAS PROGRAM Speech Department

Scripture: (Included in script)

Catherine Marshall has written a book, "A Man Called Peter." In this book, is the sermon "Let's Keep Christmas." This sermon carries a message that will inspire high school and adult audiences.

The reader stands before the group. If the

acoustics are bad, a public address system should be used.

The first lines are spoken slowly with emotional voice qualities. Then the old story of the shepherds should be read by another reader. The choir sings a carol. Scenes are worked out showing the mob scene followed by others of love, friendship, and the things money cannot buy—a family trimming the tree with home made decorations.

Scene three could be the family tree and the climax the adoration scene.

This beautiful sermon is available in December, 1954, edition of the *Reader's Digest*. A good reader, a few scenes emphasized by costumes, lights, and music will be the best of Christmas programs for the high school assembly.

The art department can decorate the stage with lighted replicas of church windows. "The Hallelujah Chorus" is appropriate for the climax.

Mrs. Fern Smith of Northwest Classen High School, Oklahoma City, Oklahoma, suggests that "The Littlest Angel" be read. A projector throws pictures on a screen while the choir provides effective musical background.

Why the Chimes Rang is a story appealing to junior and senior high schools. The cathedral scene is effective. Lighting effects and costumes create atmosphere. The climax comes in giving. This play is a good one especially for schools having a collection for unfortunates. This is an annual custom in the junior high schools of Enid.

The music and drama departments may emphasize the Christmas season by collaborating in presenting the Christmas Story. A verse choir can tell the story in choric and solo speech. They are seated at the sides of the stage. The mixed chorus in the orchestra pit sings the carols while costumed tableaux of the manger, shepherds, and wise men are presented.

THE CHRISTMAS CAROL Adapted from Charles Dickens

Narrator: Ebenezer Scrooge is a grasping, scraping, stingy old miser. Ebenezer is hard-hearted as flint and solitary as an oyster. Nobody ever stops him on the street. It is Christmas Eve. Old Scrooge sits in his counting house.

"THE OLD SCHOOLMASTER" says:
"Yes! If it's published I have it!"

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Nephew: (Entering) A Merry Christmas, Uncle, God Save You!

Scrooge: Bah! Humbug!

Nephew: Christmas, a humbug?

Scrooge: (Ironically) Merry Christmas! What right have you to be merry? You are poor enough!

Nephew: Come, come, Uncle. Dine with us tomorrow.

Scrooge: Humbug! Good afternoon. I'm busy, good afternoon.

(Exit Nephew)

Scrooge: Bob Cratchit, I suppose you'll want the day off.

Bob Cratchit: If convenient, sir.

Scrooge: Well, it isn't and you'll do no work for the day's pay.

Bob Cratchit: Christmas comes but a year, sir.

Scrooge: That's a poor excuse for picking my pockets on the 25th of December.

(Curtain)

Narrator: Scrooge lives alone in gloomy rooms that had belonged to his partner Jacob Marley. Now Marley was dead as a door nail. Scrooge was his sole executor, sole friend, and sole mourner. Scrooge sits alone on Christmas Eve.

Sounds: Bells ring then silence, heavy chains clank. Jacob Marley appears.

Scrooge: Who? What? What are you?

Marley: In life, I was your partner.

Scrooge: Bah! Humbug!

Marley: Do you doubt your senses?

Scrooge: My supper was ill-prepared me-thinks, I have disorder of the stomach.

Sounds: Waiting and chains clanking.

Scrooge: (On knees) Marley! I beg! What do you want?

Marley: Man of worldly mind, do you believe me now?

Scrooge: I do. Why are you in chains?

Marley: I wear the chain I forged in life. I made it link by link by my own free will.

Scrooge: You were always a good business man, Jacob.

Marley: Business? Mankind was my business. Charity, love, and friendship were my business. I warn you, Ebenezer.

Scrooge: I thank you, Jacob.

Marley: You'll be haunted by three spirits. Beware!

Scrooge: I think I'd rather not meet them.

Marley: Without them you are doomed. Expect them when the clock tolls one. I go now, Ebenezer Scrooge.

Narrator: Scrooge lays in his chair. He stares at the blackness.

Sound: Clock strikes one (a strange figure enters).

Scrooge: Are you the Spirit, sir, whose coming was foretold?

Spirit: I am the Ghost of Christmas Past. Rise! Come with me!

In the remainder of the script, a folk dance at the Fezziwigs is presented. Then the Christmas party at the Cratchits is dramatized. The climax showing the change in Scrooge is the final scene. This script will inspire students to present a different kind of program by studying Dickens' story and working out the dialogue, characterizations, costumes, and scenery.

SCRIPTURE REFERENCES FOR DECEMBER

John 1:35-42	Mark 2:1-12
John 1:43-52	Mark 2:13-17
John 2:1-11	Luke 6:12-19
John 2:13-22	Matt. 5:1-16
Psalm 37:1-11 Given by choric group.	Eph. 6:1-18
	Matt. 5:43-48
John 4:46-54	Matt. 6:19-30
Luke 4:16-24	Matt. 7:1-12
Matt. 4:18-23	Matt. 7:16-27
Mark 1:40-45	Proverbs 8:11-21
Gal. 6:1-10	

HONORS ASSEMBLY National Honor Society

School success depends on correct attitudes and various study skills. Among the rewards for efficiency in studying are good grades, self respect, and faculty approval. When students present these principles in assembly; it convinces the audience.

"Attitudes Count" is a skit produced by the students.

Scene One

Time: After school.

Scene: Any street.

Bill: Let me see your report cards. All "A's"! You must be an apple-polisher. I don't get it.

Joe: Do you ever—

Bill: Don't try to tell me! I'll have to give up my after-school job. Things are tough. Two "F's"! I know the teachers don't like me.

(Curtain)

Scene Two

Time: The next day.

Scene: The study hall at school. The characters are as many pupils, students, and scholars as the director desires.

Teacher: I shall call the roll: Dolly Dreamer, Gerty Giggler, Cherry Cheater, Ruth Roamer, Terry Tomboy, Bert Bragger, Pearl Primper, Bert Ball, Carrie Notebook, Larry Listener,

Sarah Studyhard, Joe Work, and Bill Careless.

Action: During roll call the students exaggerate characteristics to show contrast in attitudes and techniques.

The principal enters. He reads the names of those students eligible for the National Honor Society. Joe Work gives an extemporaneous talk on the history and aims of the society. The curtain closes.

If desired, rhymes may introduce characters as:

"Sleepy Sam's grades are low
He stays out so late
His mind is slow
He'll fail as sure as fate."

Freddie Funny Boy doesn't like frowning
He hasn't learned: "Don't over-do clowning."

A torch ceremony completes the assembly.

Education in cap and gown recites as she holds a lighted torch (a large flashlight.): I hold the torch that enlightens the world. I fire imaginations and fan the flame of genius. I give reality to dreams and might to muscle and brains.

From out of the silent shadows of the past

I come, wearing the scars of struggle and the stripes of toil but bearing in triumph the wisdom of all ages. Because of me, man has conquered earth, air, and sea.

I am the parent of progress, the creator of culture and the molder of destiny. Philosophy, science, and art are my handiwork.

I have become freedom's standard bearer—the arm of democracy. I am the hope of youth, the pride of adolescence, the joy of age.

Nations are fortunate and homes are happy that welcome me. The school is my workshop. It is here that I stir ambitions and stimulate ideals. I am the master of human destiny; I am the source of inspiration, and the aid to ambition. I am the world's greatest power.

When Education finishes, Good Citizenship, Service, Scholarship, Leadership, and Character give speeches similar to that of Education.

The symbol of the National Honor Society is a torch burning from a metal stand. Each new member may throw in a few grains of salt, consisting of a compound of copper sulphate and magnesium. Honor, lights, music, and ceremony inspire the students to strive for membership in the National Honor Society.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1955-1956

HOW SHOULD EDUCATIONAL OPPORTUNITIES BE INCREASED FOR THE YOUTH OF THE UNITED STATES?

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News Notes and Comments

Promote Successful Conference

The 28th annual convention of the (Texas) Interscholastic League Press Conference was held May 5, 6, and 7 at The University of Texas, Austin, with five hundred high and junior high school journalists attending from 79 Texas schools.

High spots were announcements of ratings of papers by ILPC and listing of winners in Individual Achievement Award contests. The latter are based on best stories and pictures of the year submitted by paper staffs.

Food Service Industry Presents Program

High school students across the nation will be given an opportunity during the 1955-56 term—for the second successive year—to survey the food service industry through a five-year Careers for Youth program being conducted by the National Restaurant Association.

One of the features of the long range program is a \$1,000 scholarship awarded annually for a student's use in a restaurant management course. The scholarship is offered by H. J. Heinz Company which sponsors the educational program through the restaurant association.

A counseling package is available containing a full-color poster for school bulletin boards, and information on the food service field for both counselors and students. Also available will be a packet of educational materials including a booklet, "A Vocational Guidance Manual for the Food Service Industry," for vocational guidance directors. The entire five-year nation-wide educational program is being financed by the Heinz Company and is the first of its kind ever sponsored by a major industrial firm.

An outstanding feature of the student information program is a full-color slide film with recorded script which outlines to students the advantages to be gained by entering the food service industry. The film, prepared by Heinz, will be distributed to high schools through the NRA.

A Visit to Mars

"Would you like a trip to Mars?" This caption appeared on our bulletin board and underneath in small letters were the words—"a limited number of passports are available at the library desk." Sheer curiosity brought the pro-

pective traveler to the desk. Inside the folded "Passport" was an annotated list of new science fiction books which gave a complete itinerary for an imaginary flight.—Adona R. Sick, librarian, Union-Endicott, New York, High School; The Clearing House

National Organization Is Active

Intelligent selection of the best quality offered in comics, motion pictures, radio, and television should be the goal of parents, children, and teachers, Dr. Kenneth E. Oberholtzer, superintendent of public schools in Denver, Colorado, told the Board of Managers of the National Congress of Parents and Teachers at a meeting held in Chicago.

The 60th annual convention of the National Congress of Parents and Teachers will be held in San Francisco, California, May 20 through May 23, 1956.

A New Record

The largest number of high school football teams ever fielded has entered the State of Texas League play this year. Participating this year are 900 schools, compared to 890 in the 1954 football season.

Proper Playground Activity

Pertinent facts determined in a recent survey of the benefits for growing children to be derived from schoolyard and recreation activities has brought about a redesigning of playground equipment by the Jamison Manufacturing Company of Los Angeles. The primary object is to fit the means to the motive.

The research discloses that play accessories should accord with the child's degree of maturation. Hence, play problems should present a challenge within the scope of the child's ability, and award achievement on each level with that satisfaction in performance which imparts both pleasure and self-reliance.

Authorities have declared that supervised play on appropriately adjusted equipment of this kind promote large muscle building, increased blood circulation, better digestion, posture correction, physical tone, and sound health. Such projects have become a recognized function of every community today.

Offer Degree In Recreation Leadership

The Graduate School of the University of North Carolina in Chapel Hill announces the establishment of a degree—Master of Science in Recreation Administration. This graduate study brings into cooperation several related disciplines and offers a diversified area for specialization.

Student Council Help Wanted

The Scandinavian Elementary School, Fresno, California, desire to improve their student council constitution. They would like to have a copy of your student council constitution; and they will be glad to send you one of theirs. It just seems that about everybody would benefit by such exchange. The secretary is Janet Inselman. Write to her and inclose a copy of your student council constitution and other valuable helps.

Contest for Camera Fans

As a spur to teen-age participation in America's fastest-growing hobby interest, "Popular Photography" Magazine will sponsor among high school students of the United States and Canada a photographic contest yielding prizes worth nearly \$3,000, it is announced by the Ziff-Davis Publishing Co. The contest opens October 6th.

Entry blanks may be obtained in camera shops along with the rules, which will also be printed in the November issue of "Popular Photography" magazine, due out shortly. The contest closes January 31, 1956, and the winners will be announced in the July issue, appearing early in June before school closes for the year.—Photography, 366 Madison Ave., New York 17, N.Y.

Girl Scouts and Girl Guides

International opportunities for United States Girl Scouts, leaders, and camp counselors will offer several exchange programs, camping and other special projects in 1956 with leaders and girls in several countries, including Brazil and Colombia. In the Western Hemisphere, the World Association of Girl Guides and Girl Scouts has four full member countries: Brazil, Canada, Haiti, and U.S.A.; three tenderfoot member countries: Costa Rica, Mexico and Panama. Work has begun to establish guiding in several other countries, including Argentina, Bolivia, Colombia, Cuba, Ecuador, Honduras, Nicaragua, Peru, and Venezuela. Mrs. Ethel Rusk-Dermady is the Executive Secretary of the Western Hemisphere Committee with headquarters in New York City, and Miss Gladys Gomen is the Traveling Commissioner and Trainer for the Western Hemisphere.—Pan American Union Briefs

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How We Do It

OBSERVING BEHAVIOR PATTERNS OF ALBINO MICE

The following experimentation was developed in a 9th grade science class to help create general interest in the required study units of **Behavior**, **Heredity**, and **Adaptation**. Its success has been testified to by its presentation locally on television, and the completion of several excellent term papers by enthusiastic students.

Demonstration Exercise No. 1

Open Maze Test—The design for the open maze used in this experiment was copied from the type used by the Psychology Department at the University of Washington. Each part of the maze was three feet long and three feet high; there was a total of fourteen parts which could be arranged into different patterns of more complex nature to meet the increased learning ability of the mice from day to day. Below is a diagram of the open maze with measurements stated.

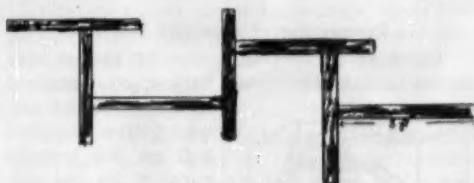


Diagram of Open Maze Setup for No. 1

The mice used for maze running were all white albinos whose theoretical range of vision does not exceed three feet to conform with the height of the maze from the floor. These mice were kept hungry to sharpen the senses, and were allowed to nibble briefly on a piece of food before being placed on the starting point of maze.

Their daily running time was recorded over a period of a week. At the end of a week they had progressed from a three part maze to one consisting of twelve parts (3 feet each), and had reduced their running time to about one-fourth. The maze was scrubbed after each experiment to prevent mice from merely following a previous spoor trail.

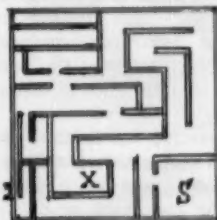
Demonstration Exercise No. 2

Closed Maze Test—This 20 inch square maze was designed by one of the 9th grade science students, and was constructed of light sections of glued-together plywood. The mouse was placed at starting point marked "S" while the

piece of food was placed in most difficult part of maze marked "X". Again the mouse had been kept hungry for several days and was allowed to nibble on food before starting timed test. A glass cover was placed over maze.

The first trial and error runs required about twelve minutes; the second runs averaged about nine minutes; the third runs cut the time down to three minutes, and the final timed tests found the mice running the maze in less than forty-five seconds. The maze was thoroughly scrubbed after each test to prevent spoor following of

mice. A scaled drawing of the actual maze used is pictured here.



Demonstration Exercise No. 3

Orientation Test—To illustrate the ability of mice to quickly orient themselves to a new situation, a wire live trap which was constructed on the principle of a lobster trap with a narrow turned-in opening as the only means of entrance or exit, was used. One mouse was placed inside wire trap which had been in turn placed inside a glass aquarium to permit class observation. Four other mice were then placed inside aquarium and allowed to investigate the wire trap with its lone occupant.

Pupils were instructed to record how long it took the first mouse to find his way into the live trap, and the time required before all five mice were freely running both into and out of the live trap. The opening at the top had been made so small that it was only with some difficulty that a mouse could squeeze its body through wire funnel. It required about ten minutes before all

five mice were negotiating wire trap with remarkable ease. A rough diagram of the live wire trap used is pictured here.



Demonstration Exercise No. 4

Diet Tests—The usual diet deficiency experiments were conducted together with one which involved a recorded daily chart on behavior of a mouse fed largely on a raw meat diet. This

particular mouse became quite vicious after first few days, and later displayed evidence of muscular tetany toward close of experiment. The diet tests included those of deficiencies in Vitamin A, B₁, C, and D. All tests were halted in time to prevent permanent injury to mice. These tests were conducted concurrently with usual class work.

Demonstration Experiment No. 5

Anaesthesia Test—To illustrate the stages an animal or human passes through during the process of inhalation anaesthesia. The open drop technique was used with a large gallon jar as a container and a wire mesh coffee strainer as an ether mask. The open drop ether method calls for 12 drops first minute; 24 drops the 2nd minute; 48 drops the 3rd minute, and 96 drops the 4th minute.

The experiment was carried up to the 4th stage which is beginning of respiratory paralysis.



The most interesting stage was the 2nd stage of delirium wherein the mouse ran rapidly in circles, and very gradually lost his sense of equilibrium. The pupils reported upon the failure of cerebellum as well as the marked behavior observed due to deadening of cerebrum (thought processes).

At this point the analogy was pointed out that drug addicts and alcoholics follow a similar pattern when under the influence of pseudo stimulants. The mouse recovered nicely in a matter of minutes after allowing fresh air to flow into the glass jar. Diagram gives a general idea of the type of equipment used in the demonstration.

Demonstration Exercise No. 6

Equilibrium Test—For this test the following items of laboratory equipment were used: one glass rolling pin; a soft towel; a one-hole rubber stopper; a 1000 cc. graduated cylinder; a small glass jar; one domesticated albino mouse and one wild house mouse, and plenty of room on the laboratory table.

Procedure: The domesticated mouse was placed in the narrow opening of the glass rolling pin and the stopper was inserted for air. The rolling pin containing the mouse was laid on a soft towel to reduce jarring and then was rotated slowly so that pupils could observe the attempts of the trapped mouse to maintain balance.

Gradually the rotating motion was increased until the mouse inside was thoroughly confused and unbalanced. After less than three minutes

the stopper was removed, and the pupils timed the recovery time before the mouse emerged from the rolling pin.

The same test was repeated using a freshly caught wild mouse; only this time for obvious reasons a 1000 cc. glass cylinder was placed over the end of rolling pin so as to trap the mouse as he emerged.

The reaction between the tame and wild variety was quite marked. The tame mouse took quite a long time before he finally emerged from his glass imprisonment while the wild mouse literally shot out of the rolling pin as soon as the stopper was removed—the 1000 cc. cylinder prevented him from escaping into the classroom.

The point made as a result of this demonstration was simply that the mental faculties of the domesticated mouse had been dulled by easy living while the mental faculties of the wild mouse had been sharpened by self-reliance for existence. Below is a diagram of the setup.



Demonstration Exercise No. 7

Learning Pattern—A series of twelve inch plastic ladders were used. . . these were arranged



in a complicated pattern with a tiny bird bell on the topmost rung of the last ladder. A wire hook was fastened directly be-

hind this bell and at definite periods of the day a piece of food was hung from this wire hook. In order for the mouse to grasp the food, it was necessary for him to ring the bell in the process.

The mice were kept hungry for a short period at the beginning of the trial and error experi-

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ment. After several days they traversed rapidly the network of ladders and were ringing the bell constantly. At the end of one week, the mice would run up the ladder as soon as the bell was tinkled by a student. A diagram of the bell-ladder setup is shown here.

Demonstration Exercise No. 8 (Heredity)

Mendelian Ratio—The equipment used consisted of a 15 gallon glass aquarium tank which had been partitioned off into three equal sections of about one foot each square. In section A a male white albino mouse and a black satin female were placed—the typed card over this section listed the white albino as pure recessive and the black satin as a pure dominant.

In section B, five very young black satin mice were placed—the type card over this section listed the five black mice as F_1 hybrids. In section C, there were twelve mice of varying shades of black satin, white, and black-white combination—the typed card over this section listed the twelve mice as F_2 with a brief explanation concerning mixed coloring of a few of the F_2 generation which appeared as a contradiction to the Mendelian ration 1:2:1.

The appearance of several black-white mice was attributed to a not uncommon throwback genetic composition which requires several generations of inbreeding to eradicate. Below is a scaled diagram of the partitioned aquarium used in the experiment.

Note: The actual breeding of these displayed mice had to be done at home under isolated conditions and required better than a full semester to complete the F_2 generation. An attempt to cross-breed in the classroom met with failure due to the mothers eating their offspring several times when frightened.



Demonstration Exercise No. 9

General Display—In this final setup, we had the following strains of mice on exhibit. Most of these strains were loaned from the Clearview Pet Farm in Snohomish County. This animal farm specializes in cross-breeding mice and I spent considerable time visiting and studying the procedures adopted in developing various forms. The display represented at least five years research by the Clearview Farm in pure and hybrid crossing mice.

Strains on exhibit:

1. Waltzing mice—Inherited brain defect which breeds true.
2. Dutch mice—A selective black and white pattern variety.
3. Albino silver—Result of a cross between a pure white recessive and a cream-colored albino.
4. Cream-brown albino—Backcross result.
5. Hairless-clawed—A combination of freak and mutation which does not breed true, but produces normal mice. Died of apparent old-age at about five months. When these hairless mice are quite young they possess long curved claws which fall off as they grow older. At three months of age they reach their apparent peak of development and can be bred among themselves. However, they always seem to breed normal mice instead of other hairless. Observation by the Clearview Animal farm over a period of about three years seem to indicate that these odd mice appear only about once in every twenty generations and usually occur among the cream-colored types in females approaching the age of sterility (over one year of age).
6. Black Satin—A glossy-coated dominant mouse.
7. Brown-white combination—A backcross variety.
8. Wild type—Occasionally a coarse-haired mouse of definite wild traits appears among the cross-breeding of domesticated.

Dissection of Wild Females

Several students were working on extra-curricular dissection work by trapping the common house mouse and keeping a Mammal Chart. Below is the outline chart form used in this work. The following information was recorded outside class. The females were examined for scars on horns of uteri as well as dissection for

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embryos and juvenile pelage. Males were checked for enlarged testes scrotal, etc.

Mammal Chart Form

Taxa	Specimens	Weight in grams	Total length mm	Sex	Age	Notes

Note: Attempts to cross-breed wild mouse with domesticated were successful, but young mouselings never lived to maturity as the females ate them each time upon being disturbed at feeding time. However, the Clearview Farm bred wild and domesticated a number of times under ideal isolation conditions and the offspring were all smooth-coated in the F_1 generation although a few wild coarse-haired appeared in F_2 .

Special Diet Experiment Problem

Problem: To determine the effects of both Low calcium and High calcium diets on young white rats.

Materials: Two white albino rats of 25 days of age (period of greatest rapid growth), partitioned aquarium cages, and following diets:

Diet 1—Low Calcium

Wholewheat flour	165 grams	or 6 oz.
White flour	165 grams	or 6 oz.
Sugar	109 grams	or 4 oz.
Dried beef	75 grams	or 2.5 oz.
Dried potatoes	75 grams	or 2.5 oz.
Dried cabbage	23 grams	or $\frac{3}{4}$ oz.
Fat (Crisco)	38 grams	or 1.25 oz.
Butter	67 grams	or 2.25 oz.

Diet 2—High Calcium

We took one-half of the above low-calcium diet and added to it 4 oz. or 112 grams of whole milk powder.

Procedure: The above two diets were fed to the white rats for a period of about four weeks. Gloves were worn when feeding the rat on low calcium diet as he displayed an inclination to bit at end of 2nd week of diet.

Results: The rat on the low calcium diet grew very little in size, became thinner, fur assumed a coarse rough appearance, and he became quite vicious in temperament. Also his bone structure, particularly in the legs, showed definite evidence of diastrophy which caused him to experience difficulty in moving about the cage.

The rat on the high calcium diet, on the other hand, grew rapidly in size and weight, and his coat assumed a glossy sheen. He was very active and moved about the enclosure without trouble. His temperament remained mild and he did not show any signs of becoming vicious.

Conclusions: The evidence was quite conclusive as to the effects of low calcium diet in both physical and mental impairment. As a conclusion the instructor chloroformed both rats at end of the experiment (outside of school), and removed the leg bones from each rat. The class recorded the entire experiment, and were quite

impressed with the deficient bone structure of the low calcium diet rat as compared with the firm healthy bones of the high calcium rat.

—Robert L. Gantert, Alexander Hamilton Junior High School, Seattle, Washington

Editor's Note: This is the first of two joint articles describing experiments directed by two science teachers involving a comparative study of "Mice and Men." The projects can be incorporated in science club activities or regular class room procedure. The first part was conducted using some domesticated mice supervised by Robert L. Gantert and the second part involving outside study by Elmo F. Little. "The idea of joint correlated study resulted in much favorable publicity. The 'Seattle Times' published a feature story on its student appeal, Station KOMO, Channel 4, TV used the first part as the subject of a half-hour television show and a write-up on the co-project appeared in the National Science Teachers Association Listing for Best Science Ideas for Teaching." The section on "Live Trapping Small Mammals" will be published in this section of next month's edition of SCHOOL ACTIVITIES.

Comedy Cues

There Are Bargains—Then . . .

There is a grocer in Washington, D.C. who thinks he has proved something though he doesn't know exactly what.

He put a sign in his store above a great stack of sacks of sugar: "Special! Five pounds of sugar, 98¢."

A line formed to buy sugar; he sold 800 pounds in four hours. Across the street other grocers went on selling five pounds of sugar for 49¢ and had no rush.

Oh, Oh!

A minister, making a call, was sitting in the parlor with his hostess when her small son came running in carrying a dead rat.

"Don't worry, Mother, it's dead. We bashed him and beat him until —" and, noticing the minister for the first time, he added in a lowered voice, "until God called him home."

A Forecast

Boarder: Ah, your steak is like the weather this evening, madam—rather raw.

Landlady: Indeed? By the way, your account is like the weather, too—unsettled.

World Traveler

Her boy friend just returned from Europe and she asked him: "Did you visit the Black Sea?"

"Yep," said her hero, "I filled my fountain pen there."

"Did you go up the Rhine?"

"Climbed it to the top," said he.

"And did you see the Lion of St. Mark?"

"See it? I fed it."

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